

DOCUMENT RESUME

ED 246 002

SO 015 776

AUTHOR Greenup, Tess
TITLE Newspaper Activities for Young Consumers.
INSTITUTION Albuquerque Journal/Tribune, NM.
PUB DATE 83
NOTE 17p.; Prepared by the Newspapers in Education project. The booklet is designed to be used in conjunction with "Young Consumers, Law in Action Series," (Riekes, Linda and Ackerley, Sally Mahe; West Publishing Company).
AVAILABLE FROM Albuquerque Journal/Tribune, P.O. Box J/T, Albuquerque, NM 87103 (\$2.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
-- Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Advertising; Consumer Economics; *Consumer Education; Consumer Protection; Intermediate Grades; Junior High Schools; Laws; Learning Activities; Legal Education; Propaganda; Purchasing
IDENTIFIERS Consumer Skills; *Newspaper in the Classroom Project

ABSTRACT

Designed for intermediate and junior high level students, the handbook gives 11 lessons using newspaper activities for teaching consumer education. The activities help students (1) define consumer education terms and distinguish between wants and needs; (2) define the term "caveat emptor" and understand the concept of consumer responsibility; (3) explain why laws are necessary for consumer and seller protection; (4) explain how the Pure Food and Drug Act came into being and possible needs for revision; (5) explain three laws regulating labels; (6) define consumer-related terms; (7) create a classroom newsletter to reflect consumer knowledge; (8) recognize the importance of correctly interpreting information in advertising; (9) recognize and explain different appeals used in advertising; (10) explain the difference between advertisements that use "puffing" and dishonest advertisements; and (11) explain the work of the Federal Trade Commission, identifying two laws controlling advertising. For each stated objective, there are activities involving the clipping of display and classified advertisements for question answering, story writing, label analysis, interviewing, and student advertisement writing. (LH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED246002



Albuquerque Journal/Tribune

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Tess
Greenup

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

NEWSPAPER ACTIVITIES FOR YOUNG CONSUMERS

By Tess Greenup

Albuquerque Journal/Tribune
Newspapers In Education

50 015 776



Albuquerque Journal/Tribune

NEWSPAPER ACTIVITIES FOR YOUNG CONSUMERS

By Tess Greenup
Newspapers-in-Education
Albuquerque Journal/Tribune

This booklet suggests newspaper activities to teach and reinforce some of the objectives in **YOUNG CONSUMERS, LAW IN ACTION SERIES** by Linda Riekes and Sally Mahe Ackerly, West Publishing Co. The activities can be used in conjunction with that book or can stand alone as an instructional plan for meeting the stated objectives.

Ken Rodriguez with the New Mexico Law Related Education Program was very helpful in making suggestions for the booklet, and we are deeply grateful for his encouragement and enthusiasm for the project. We also appreciate Linda Riekes and Sally Mahe Ackerly's permission to pattern the objectives in this booklet after those in **YOUNG CONSUMERS**.

Tess Greenup

1983

OBJECTIVE: STUDENTS WILL DEFINE THE WORD CONSUMER

Look in today's newspaper and see if you can find advertisements for three items which you have consumed or used in the past 24 hours. Fill in the table below for the items you selected.

Name of item	Page number where ad appeared	Advertised Price for product

How did the use of these three items make you a consumer?

What influenced you or your parent to decide to purchase these items?

Write a definition of the word consumer.



OBJECTIVE: STUDENTS WILL DEFINE THE WORDS: GOODS, SERVICE, WANTS, AND NEEDS.

Goods are things you can buy. A notebook is a good. So is a newspaper.

Activity A

Look in today's newspaper and find 3 separate advertisements for 3 consumable goods. Clip the ads. (Some newspaper advertisements have many items in them. Clip the whole ad and circle with a crayon or colored marker one consumer good.) Paste each of your ads on a separate piece of paper and on the back answer the following questions:

1. What is the common name for the good you selected?
2. What is the price of the good?
3. Describe under what circumstances, if ever, this good would be a need. Describe when it would be a want.
4. What age group would be most likely to use this good?
a. young people b. teen-agers c. adults
d. older people e. all ages
5. What firm or store advertised this good in the newspaper?
Write the name.

A service is a job you pay someone else to do. Hair dressers provide a service. Doctors provide a service. Can you name some other workers who provide services?

Activity B

Find advertisements for 3 services. Clip the ads and paste them on a sheet of paper and answer the following questions on the back of the paper.

1. What service is advertised?
2. What firm is advertising the service?
3. Is this service a want or a need for most people?
4. What is the price of the service?
5. Who would be most likely to want or need this service?
a. young people b. teen-agers c. adults
d. older people e. all ages

Activity C

Find an advertisement in today's newspaper for a good you think your teacher needs. Find an advertisement for a service you think your teacher wants.



OBJECTIVE: STUDENTS WILL BE ABLE TO IDENTIFY WHOSE RESPONSIBILITY IT IS NOT TO GET TAKEN OR TO MAKE MISTAKES WHEN BUYING THINGS. STUDENTS WILL DEFINE THE PHRASE CAVEAT EMPTOR.

Caveat emptor is a latin phrase which means "LET THE BUYER BEWARE."

Why do you think the words "Let the Buyer Beware" are significant?

Look in today's newspaper and find an advertisement for a good or service which you consider NOT to be a good buy. Clip the ad and paste it on a piece of paper. Write CAVEAT EMPTOR on the top of your page. Underneath the ad or on the back of the page tell why you think the good or service may not be a good buy.



OBJECTIVE: STUDENTS WILL KNOW THAT THERE ARE LAWS THAT REGULATE BUYING AND SELLING. STUDENTS WILL BE ABLE TO EXPLAIN WHY LAWS ARE NECESSARY FOR THE CONSUMER'S AND SELLER'S PROTECTION.

When a consumer or a seller feel the law has been broken, and the dispute can not be settled, they must ask a third, independent part to settle the argument. One such party to settle such disagreements is the courts. When the court is asked to settle a disagreement, that is called a "law suit."

Read the newspaper everyday for a week and look for news articles or notices in the "Daily Record" which tell about a person or firm suing someone else because of a problem they have had. Clip the news stories, paste them on pieces of paper and tell in your own words what seems to be the problem. Answer these questions.

1. Who is suing whom?
2. Why?
3. What does the person or firm filing suit want?
4. Who do you think should win this dispute? Why?
5. Why are laws necessary to protect the consumer and sellers?



OBJECTIVE: STUDENTS WILL BE ABLE TO EXPLAIN HOW THE PURE FOOD AND DRUG ACT CAME INTO BEING. STUDENTS WILL BE ABLE TO EXPLAIN HOW CONSUMER PROTECTION LAWS MAY NEED TO BE REVISED AND CHANGED AS NEW FOOD AND DRUG PRODUCTS ARE DEVELOPED.

Activity A

Eggs usually are described as "USDA Grade A" or "USDA Grade AA." This reflects a labeling regulation under the Pure Food and Drug laws. Clip ads from the newspaper which have a reference to a federal regulation controlling foods, drugs, chemicals, and cosmetics.

Activity B

Pretend you are a reporter and interview 5 adults in your neighborhood. Ask each adult the following question:

What do you think is the most beneficial law or regulation which protects our food and drugs?

Write a news story about what you find out.



OBJECTIVE: STUDENTS WILL BE ABLE TO EXPLAIN THREE LAWS REGULATING LABELS. STUDENTS WILL BE ABLE TO TELL IN THEIR OWN WORDS THE INFORMATION GIVEN ON FOUR DIFFERENT LABELS.

Activity A

Write one of the five laws below on the top of a poster. In the newspaper find advertisements for goods to which the law would apply. Paste the ads on your poster.

There must be truthful and accurate information telling the contents of foods, and the contents must be listed in order of the amount contained in the product. If a "standard" has been established for a food, such as milk, ingredients need not be given.

Poisonous and dangerous household items must contain warnings and be packaged in containers that young children cannot easily open. They should give instructions for emergency care if the product is swallowed or gets into eyes, etc.

Labels must give the exact quantity contained in the package using words that people can easily understand. They must be written in print large enough that consumers can easily read.

Nutrients, such as vitamins, minerals, protein must be listed on all diet foods and on all foods which claim to be enriched or in some way to improve health.

Labels on clothes, furs, and furniture must give truthful information telling exactly what the items are made of. Advice on how to care for this material should also be given.

Activity B

Clip an illustration from an ad and write your own label for that good.



OBJECTIVE: STUDENTS WILL BE ABLE TO DEFINE THE FOLLOWING WORDS:

CONSUMER GOODS, SERVICES, WANT
NEED, LAW, VALUE, REGULATE

Activity A

Find those words in ads and headlines in the newspaper and paste them on a sheet of paper. Beside each word write what the word means.

Activity B

Fill in the blanks in the "new article" below with the words CONSUMER, GOODS, SERVICE, WANT, NEED, LAW, VALUE, and REGULATE.

Terry Bradface, owner of Flim Flam Records and Recording Studio, responded in Municipal Court today to charges that he had violated a _____'s rights by breaking a labeling _____.

Bradface is accused of labeling his tapes and records falsely with star's names although his records and tapes are performed by unknown singers and musicians.

Bradface said the law does not _____ the _____ and _____ in his store. Bradface said that the records and tapes he sells are not a necessity but represent a desire. In other words, he said his products are a _____ not a _____ in most people's lives. He argued then that mislabeling would not affect the _____ of the record or tape.

Judge Jones disagreed with Bradface and ordered him not to put false information on his labels.



OBJECTIVE: STUDENTS WILL CREATE A CLASSROOM NEWSLETTER TO REFLECT CONSUMER KNOWLEDGE.

Assign surveys and interviews outside the classroom as home-work assignments. Questions which come up in the classroom are good to use for your surveys. Also, you can hook your questions on a consumer topic being covered in the daily press. Your students will have a sense of being involved in a "real" issue of importance. Start with questions which can be answered with "yes," "no," or "I don't know."

Before sending your students out for their interviews, have them construct an interview answer sheet like the one below to record their interviews.

Question: (It is importance that students copy the question exactly alike.)

Respondent's Name	Yes	No	I don't know
1.			
2.			
3.			
4.			
5.			

Have each student interview 5 to 10 people and then compile the data gathered. To compile the data write "Yes," "No," and "I don't know" on the chalkboard and ask each student to list the number of responses for each answer. Add the responses and then have students discuss the results and generalize from the data. After this pre-writing discussion, have each student write a news story and select the best article for publication in your newsletter. The survey and interview activity is one of the most useful for producing original newsletters.

Refer to your students as reporters. Assign editors for the newsletter. Stress the importance of accuracy, fairness, and balance in the handling of information.

Keep layout and design simple at first. For example: a 2-column newsletter is easier to produce than a 3-column.

Plan a reasonable unit of time for the publication of the newsletter. One day will probably not be enough time to complete the project, but you probably won't want to extend it over a week.



OBJECTIVE: STUDENTS WILL BE ABLE TO EXPLAIN THE PURPOSE OF ADVERTISING AND DISCUSS THE IMPORTANCE OF IT ON INDIVIDUALS AND SOCIETY AS A WHOLE.

STUDENTS WILL RECOGNIZE THE IMPORTANCE OF KNOWING HOW TO INTERPRET INFORMATION IN ADS.

Advertising and a Free Press

More than 70 percent of a newspaper's revenue comes from advertising. In fact, advertising is what makes the inexpensive daily newspaper, accessible to millions, possible in this country. The same newspaper which costs 25¢ or 50¢ would cost several or more dollars without advertising. In view of how important a privately-owned press is in our democratic society, we can be glad that there are merchants who are willing to pay for advertising to tell people about the goods and services they have to sell.

Kinds of Advertising

Two main kinds of advertising appear in a newspaper: display and classified. Display ads---which are usually large enough to display an illustration of one or more products --are usually bought by retail stores, manufacturers and service companies. Classified ads are small ads at low cost which often are bought by individuals.

What An Ad Is Supposed To Do

A good newspaper advertisement will

- catch a reader's attention

- provide facts and information

- use persuasive techniques

- convince a reader to buy a product or service or to agree with a particular viewpoint.

SOME ADVERTISING ACTIVITIES

Activity A

Select a display ad which "catches your eye" and answer the following questions:

1. What is the name of the firm or company doing the advertising?
2. What is being sold? (If more than one good is advertised, count the number of items in the ad and tell what kind of merchandise is advertised.)
3. Is the price listed? What is the price?
4. Is the price asked a fair price to pay? Why? Why not?
5. What is the stated or implied reason why you would want to buy what the ad is selling?
6. Copy any persuasion or "Appeal" words from the ad.
7. Measure the entire ad. How many columns wide is the ad? (Newspaper display advertising pages for the ALBUQUERQUE JOURNAL and THE ALBUQUERQUE TRIBUNE have eight columns across.) How many inches deep is the ad?
[NOTE: Some students when first looking at newspaper ads may focus on only one part or inner block or an ad rather than approach the ad as a whole unit. This activity is useful in developing skimming skills to differentiate separate ads in a newspaper.]
8. Why did the ad catch your eye?
9. What sex does this ad appeal to?
Men _____ Women _____ Both _____
10. What symbols are used in the ad?
11. What incomes range do you think the buyer of this product is in?
12. What one thing would influence you to buy this item?
13. What single thing would influence you NOT to buy this item?
14. Will the product still be around in 5 years?

SOME MORE QUESTIONS FOR ACTIVITY A

15. What will the product be used for?

Work _____ Leisure _____ Play _____

All of these _____

16. How accurate do you believe the ad is?

17. Where was the ad located in the newspaper? Does ad location have any thing to do with the people who will read the ad?

Activity B

Select three classified ads placed in the newspaper by individuals and answer the following questions:

What is being sold?

How is the item described?

Is the the price listed?

How do you get in touch with the advertiser?

Activity C

Write a classified ad of your own for an imaginary puppy you want to sell. Limit your ad to 25 words.

OBJECTIVE: STUDENTS WILL BE ABLE TO RECOGNIZE AND EXPLAIN DIFFERENT APPEALS USED IN ADVERTISING.

Activity A

Find display ads which use one or more of these appeals:

Testimonial Appeal
 Bandwagon Appeal
 Sex Appeal
 Appeal to Your Well Being, Ego
 Bargain or Economy Appeal
 Slogan Appeal

Clip two other ads using different appeals such as patriotism, humor, glamour, etc. Identify how the ad is appealing to the reader.

Activity B

See how many of the following appeal words you can find in today's newspaper. Put a check mark by each one you find today.

free
 offer
 reduced
 popular
 sale
 soothing
 amazing

magic
 sensational
 latest
 bargain
 miracle
 suddenly
 unbelievable

brand new
 compare
 improved
 modern
 easy
 remarkable
 current

Activity C

Pretend you are an ad director for your school and need to attract students to enroll in a new recreation program. Create an ad using a testimonial appeal. In the ad that you create, use appropriate design, illustrations, and language to get your message across. Create another ad for the same program using an appeal of your choice. Remember that design, illustration, and language will convey your message which you have based on an emotional appeal.

OBJECTIVE: STUDENTS WILL BE ABLE TO EXPLAIN THE DIFFERENCE BETWEEN ADS THAT USE PUFFING AND DISHONEST ADS.

Puffing in advertising is exaggeration by saying an item is "the finest in the world," "best of all," "sensational," "fantastic," etc. Puffing is not against the law since the exaggeration is a form of opinion.

However, there is a difference between "puffing" and deliberately giving false information about a product. Lying about a product is dishonest and unlawful. An advertiser cannot claim that a product is something it is not or that a product can do something it cannot do. That is dishonest and against the law.

Activity A

Pretend you are an ad writer for the newspaper. Write an ad for a product using "puffing" but not dishonesty. Create another ad for the same product using dishonest claims, untruthful information.

Activity B

Look in today's newspaper and find an example of "puffing."

What words and phrases are puffing?

Rewrite the ad using other ways to describe the product.



OBJECTIVE: STUDENTS WILL BE ABLE TO EXPLAIN THE WORK OF THE FEDERAL TRADE COMMISSION. STUDENTS WILL BE ABLE TO IDENTIFY TWO LAWS CONTROLLING ADVERTISING.

Activity A

Look for any news articles in the newspaper which mentions the Federal Trade Commission. Clip them and share with your teacher.

Activity B

The "No Limit" Law in New Mexico prohibits a seller from restricting the number of items that a consumer can buy. Sellers may limit the number to be sold at a certain price, but buyers cannot be limited from buying unlimited numbers at the regular price. See if you can find an ad which states a limit on a sale price. What phrase follows to reflect the "No Limit" law in New Mexico?

Activity C

Lottery prizes, such as a free trip or free auto, must be open to the public whether or not a person makes a purchase from the store offering the prize. Look for a newspaper ad which has a lottery prize advertised. Can you find the phrase, "No Purchase Necessary" to reflect this ruling?